Ministry of Education

Annual Report for 2013-14

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Government of Saskatchewan

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Letters of Transmittal

Her Honour, the Honourable Vaughn Solomon Schofield
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2014.

Don Morgan, Q.C.
Minister of Education

The Honourable Don Morgan, Q.C.
Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2014.

Dan Florizone
Deputy Minister of Education

Introduction

This annual report for the Ministry of Education presents the Ministry's results on activities and outcomes for the fiscal year ending March 31, 2014. It reports to the public and elected officials on public commitments made and other key accomplishments of the Ministry.

The 2013-14 Annual Report will be presented in relation to the vision and goals that guided the development of the 2013-14 Plan.

Results are provided on the publicly committed strategies, actions and performance measures identified in the 2013-14 Plan.

The report also demonstrates progress made on Government commitments as stated in the Government Direction for 2013-14: Balanced Growth, Minister's Mandate letters, throne speeches and other commitments and activities of the Ministry.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Alignment with Government's Direction

The Ministry's activities in 2013-14 align with Government's vision and four goals:

Our Government's Vision

A strong and growing Saskatchewan, the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life.

Government's Goals

- Sustaining growth and opportunities for Saskatchewan people.
- Improving our quality of life.
- Making life affordable.
- Delivering responsive and responsible government.

Together, all ministries and agencies support the achievement of Government's four goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

The Ministry of Education provides leadership and direction to the early learning and child care, Kindergarten through Grade 12 education, literacy, and library sectors. The Ministry supports the sectors through funding, governance, and accountability, with a focus on improving student achievement. The Ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of literacy for all Saskatchewan people.

In the summer of 2013, the Ministry introduced a Student First approach to unify and re-orient the entire education sector to focus on what matters most – the student. The goal is to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school. This approach also reflects a commitment to achieving education targets outlined in Saskatchewan's *Plan for Growth*.

The Ministry's organizational chart as at March 31, 2014 is located in Appendix 'A'.

Ministry Programs and Services[1]

The Ministry's key programs and services include the provision of program and policy support to children and youth from birth to age 22. Increasing graduation rates begins at birth – high-quality early childhood education, early childhood intervention, and care programs can support children in becoming productive, contributing members of society as adults. So too do English and French learning programs, literacy initiatives, and library services contribute to a strong, literate workforce. The Ministry provides:

- early learning and child care services to 13,314 child care spaces in operation in 525 licensed facilities; 4,816 spaces in 301 operational Prekindergarten (PreK) programs; more than 1,400 children in Early Childhood Intervention Programs (ECIPs); and approximately 1,900 vulnerable families throughout the year in the *KidsFirst* program;
- learning programs in English and French to 172,205 K-12 students in schools receiving provincial funding;
- regulation and monitoring of 59 registered independent schools including eight alternative independent schools, 20 Qualified Independent Schools, four Historical High Schools, one independent school with a service agreement, 16 unfunded independent schools and 10 independent schools associated with a provincially funded school division; and 2,202 home-based students;
- literacy initiatives; and
- public and multi-type library services to approximately 744,138 library patrons.

In doing so, the Ministry engaged elected educational representatives and local, regional and provincial boards of community volunteers throughout the province representing 703 funded schools reporting to one of 28 school divisions; 282 licensed child care centres; and 14 Early Childhood Intervention Programs. The Ministry also supported 305 public libraries in 10 public library systems.

The Ministry's Environment

The Province of Saskatchewan continues to evolve and grow, impacting the environment in which the Ministry operates through:

- an increasing population of 0-5 year-olds, of immigrant children and families, and of First Nations and Métis children and youth;
- a growing number of children who may not be ready to learn when they enter school;
- increasing pressure and demand on schools, child care centres, libraries and literacy groups;
- significant social-economic issues in the north that impact student success; and
- aging infrastructure causing significant challenges to both schools and public libraries.

The provincial graduation rate has been around 75% for a number of years, causing the Ministry and the entire PreK-12 education sector to re-evaluate its environment and its priorities to better support students.

1. *K-12 students and school figures are at September 30, 2013. All other figures are at March 31, 2014.*

Ministry Overview

Sector Planning

In August 2013 the Ministry of Education and the PreK-12 education sector together embraced a new strategic planning and management methodology that uses a structured planning and implementation cycle to integrate priority identification; strategic planning; performance measurement, reporting, and review; and course correction to achieve outcomes. This new process is expected to shape a new direction in education for the benefit of all Saskatchewan students.

A Provincial Leadership Team (PLT) was established, consisting of directors of Education from 28 school divisions, the Deputy Minister and two Assistant Deputy Ministers of Education, and three representatives of First Nations education authorities, to begin work on determining a strategic intent, enduring strategies, long-term outcomes, and shorter-term improvement targets. This work resulted in the Education Sector Strategic Plan for 2014-2020 (ESSP).

Working with our sector partners to determine the priorities of the PLT, and the volume of work required to accomplish a sector plan for 2014 and beyond within the necessary timeline, necessitated the pausing of certain work previously committed to by the Ministry in its 2013-14 Plan. This is reflected in the progress details throughout this report.

The ESSP 2014-2020 will be reviewed and refreshed on an annual cycle. And in future years, the sector planning process will widen to include public libraries and literacy organizations.

Governance

In 2013-14, services were provided by 288.8 full-time-equivalent employees (FTEs), which was 5.2 FTEs under the original allocation of 294.0 FTEs. This variance is a result of hiring an additional 11.5 student FTEs, offset by 16.7 FTE vacancies throughout the year.

Progress in 2013 - 14

Government Goal: Growth

Strategy - Support higher achievement of First Nations, Métis and Inuit (FNMI) and non-FNMI PreK-12 students and improved literacy and numeracy of all learners

Key Actions & Results

In 2013-14, the Ministry began working toward fulfilling its Plan for Growth commitments.

A primary focus of the Ministry were the commitments to lead the country in graduation rates, and to reduce the disparity in graduation rates between First Nations, Métis and Inuit (FNMI) and non-FNMI students, by 2020. This work included:

- developing draft initial components of the Comprehensive Policy on Assessment in Early Years Programs and PreK-12 Education in consultation with the Student Achievement Advisory Committee and school division experts. Plans for broader input to the policy have been placed on hold until the Student First engagements have been completed;
- implementing the Early Years Evaluation (EYE) in all 28 school divisions and one Tribal Council in the fall of 2013. Evaluating children in Kindergarten in areas such as language and communication will enable supports to be put in place in Grade 1 for those children who are significantly behind expected levels of development. Grade 1 is a foundational time upon which future success may depend;
- participation from all 28 school divisions and several band-controlled schools in the Tell Them From Me survey at least once during the 2013-14 school year. This survey measures student engagement in their education;
- stopping work on provincial assessments for grades 4 – 11 in October 2013 pending determination of the priorities of the Provincial Leadership Team and the findings from the Student First engagements with students, parents and teachers to guide the work in achieving these commitments;
- the foundational research supporting the Comprehensive Supports to Student Achievement (CSSA) framework will be incorporated into supporting the work related to reading, writing and math in 2014 and beyond;
- establishing a baseline showing that 65% of Grade 3 students were reading at or above grade level as of June 30, 2013. This was the first step in being able to determine that the number of Grade 3 students reading at grade level will increase by 20% by June 2020, as articulated in the *Plan for Growth*. A project charter has been developed to support increasing student reading development in grades 1-3;
- in response to the FSIN-SK Joint Task Force on Improving Education and Employment Outcomes Final Report:
  - the Ministry of Education announced funding for *Help Me Tell My Story* and for an Invitational Shared Services Initiative as part of a long-term, integrated, multi-year plan to systematically improve outcomes for First Nations and Métis in Saskatchewan; and
  - the Government of Saskatchewan implemented several actions, including:
    - working to support the costs of First Nation schools' access to the provincial PreK-12 Microsoft Licensing Agreement;
    - providing driver training to First Nation students on-reserve;
    - expanding child care and Prekindergarten spaces across the province; and
    - expanding Adult Basic Education spaces to eliminate the current wait list;
- developing a draft policy for dual/alternative credentials for high school completion through collaboration with the University of Regina and the Saskatchewan Institute of Applied Science and Technology. Numerous school divisions are establishing partnerships with regional colleges and post-secondary institutes to offer dual credit programs. The policy will be in place for the 2014-15 school year;
- collaborating with school divisions and First Nations authorities to improve attendance, literacy and student performance of First Nations, Métis and Inuit (FNMI) learners. The Ministry and the education sector have begun working in partnership with FNM stakeholders to develop a FNM student initiative. The Ministry is engaging in research related to listening to FNM children, educators and parents which will direct the development of a professional development model, educator resources and supports for disengaged youth (2010 Mandate letter); and
- implementing and testing changes to the Ministry's Student Data System (SDS) to allow collection and reporting of grades 1-3 reading levels.

The above actions will serve to cultivate an environment throughout the education system to attain greater student engagement and achievement, thus directly impacting absenteeism and graduation rates. (2010 Mandate letter)

The Ministry's 2013-14 commitment to develop a coordinated provincial strategy and evaluation around the activities and outcomes of the Summer Reading program resulted in:

- provision of funding to public libraries to enhance summer programming in July-August 2013. These grants were used to expand and further develop library programs to reach a wider audience and to take library programs into the community to connect with other service providers such as literacy camps and child care centres;
- piloting *Storybird* in three public library systems, designed to develop outcomes-based programming to build digital literacy with children;
- creating an Evaluation Committee to develop standardized definitions, registration tools for staff training, and an enhanced methodology for Summer Reading 2014;
- developing an evaluation questionnaire and coordinator interviews, and creating benchmarks and outcomes of interest in conjunction with the Community-University Institute for Social Research (CUISR) at the University of Saskatchewan. This is the first phase of creating the provincial evaluation strategy for the Summer Reading program that will help determine the overall impacts of the program as well as the key activities that are most effective in maintaining reading levels over the summer months; and
- continuing to develop a framework for the strategy and evaluation of Summer Reading in 2014-15, with a focus on digital tools for public library programming.

A draft financial literacy framework, developed in August 2013 with teachers and a Canadian Foundation for Economic Education (CFEE) representative, has been vetted in the Ministry and is awaiting Ministry approval/adoption.

The Saskatchewan Community Literacy Fund (SCLF) provided $500K to support short-term literacy projects that address identified community literacy needs as follows:

- 51 applications for funding were received and 14 projects were funded. These projects included development of literacy leaders and increased training for family literacy practitioners in six First Nation communities, and a volunteer tutoring program for men participating in return-to-work programs after being incarcerated including development of a peer tutoring program. All 2013-14 projects are completed or in progress; and
- both adult and family literacy projects report very good participation by community members. The projects have established formal partnerships with First Nations communities, libraries, businesses, credit unions and other community-based organizations, thereby expanding the knowledge and understanding of the importance of literacy in the wider community. (News release, April 24, 2013)

In working toward government's commitment that all school divisions will report baseline graduation rates and establish graduation rate targets by 2013-14, and will consistently and transparently measure and report student progress by 2016, the Ministry and school division Directors of Education developed the Education Sector Strategic Plan for 2014-2020 (ESSP). The ESSP planning and deployment process will include the determination of measures and metrics that will be publicly displayed, and will be monitored and reported on regularly to ensure progress toward meeting targets. (2012 Throne Speech)

In actualizing a Student First approach to education the Ministry contracted two Student First Advisors to conduct engagements with stakeholders, including:

- 64 in-person engagement sessions with 505 students/adult learners, parents/caregivers and teachers in 18 locations. The sessions were small groups with diverse participants (6-12 participants per session); and
- 19 engagement sessions with educational and community organizations.

A Student First online engagement site was also launched. The Advisors will submit their findings to the Minister in the summer of 2014. (2013 Throne Speech)

Performance Measure & Results

Fifteen-year old student performance in math, reading and science in the Programme for International Student Assessment (PISA)

Math		**Sask**	**Canada**
	2000:	525	533
	2003:	516	532
	2006:	507	527
	2009:	506	527
	2012:	506	518
Reading		**Sask**	**Canada**
	2000:	529	534
	2003:	512	528
	2006:	507	527
	2009:	504	524
	2012:	505	523
Science		**Sask**	**Canada**
	2000:	522	529
	2003:	506	519
	2006:	517	534
	2009:	513	529
	2012:	516	525

Source – 2000 and 2003 data: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005

Source – 2006, 2009, 2012 data: Statistics Canada (2007, 2010, 2013), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics

The PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600.

In Canada, approximately 21,000 15-year-olds from about 900 schools across the ten provinces participated in PISA 2012. This measure shows that Saskatchewan 15-year-olds improved in two of the three domains, but continue to perform statistically significantly below the Canadian average.

Grade 8 student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)

Mathematics		**Sask**	**Canada**
	2007: (baseline)	461	500
	2010:	474	500
Overall[1] Reading		**Sask**	**Canada**
	2007: (baseline)	471	500
	2010:	491	500
Science		**Sask**	**Canada**
	2007: (baseline)	480	500
	2010:	488	500

[1] *Scores include three sub-domains of the integrated process of reading: comprehension, interpretation and response to text.*

(Source: The Council of Ministers of Education, Canada (2007; 2011). PCAP-2010 Report on the Pan-Canadian Assessment of Mathematics, Science, and Reading.)

The PCAP 2010 is the continuation of the Council of Ministers of Education Canada's commitment to inform Canadians about how well their education systems are meeting the needs of students and society. The information gained provides ministers of education with a basis for examining the curriculum and other aspects of their school systems. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce a national average of 500, with 2/3 of student scores between 400 and 600.

In Canada, approximately 32,000 Grade 8 students from 1,600 schools across the country were tested in PCAP 2010. All students answered questions in all three domains, with mathematics being the primary domain in 2010. Approximately 24,000 students responded in English, and 8,000 in French. Although this measure is just one measure of student achievement at one age level, and Saskatchewan students did improve over 2007 scores in all three domains, the 2010 mean score for Saskatchewan students remains statistically significantly lower than that of Canadian students overall, in all three domains. Results for PCAP 2013 are not yet available.

On-time, extended time, and eventual graduation rates of students completing Grade 12 in the years shown (June 2011 to June 2013)

Competing Grade 12	On-time (Within 3 years)				Extended (Within 5 years)				Eventual (Within 8 years or more)			
	All	Non-FNMI[1]	FNMI[2]	Disparity	All	Non-FNMI	FNMI	Disparity	All	Non-FNMI	FNMI	Disparity
June 2011 (baseline)	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	82.9	87.7	54.4	33.3
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	83.5	87.9	55.5	32.4
June 2013	74.8	83.9	37.4	43.5	80.1	87.0	50.0	37.0	82.4	87.4	54.9	32.5

1. *Non-FNMI students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk (FNMI), and may include FNMI students who choose not to self-identify.*
2. *FNMI students are those who choose to self-identify as FNMI.*

Source: Ministry of Education, Student Data System

- On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. For example, June 2013 on-time graduation rates would be the percentage of students who 'started' Grade 10 in 2010 11 who completed by June 2013.
- Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). For example, June 2013 extended-time graduation rates would be the percentage of students who 'started' Grade 10 in 2008 09 who completed by June 2013.
- Eventual graduation rates are calculated as the percentage of students who complete Grade 12 at any time after 'starting' Grade 10 (and include those who graduate on-time or within extended time). Eventual graduation rates shown in the table are for the cohorts of students who have had at least 8 years to graduate from the 'start' of Grade 10. For example, June 2013 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2005 06 who completed by June 2013.
- Data includes students in provincially funded, independent and First Nations schools.
- Students are assigned to a Grade 10 start year cohort (group) in the year that they are registered in Grade 10 and achieve at least two marks (pass or fail). Students enrolled in Grade 9 are not included in Grade 10 cohorts even if registered in Grade 10 courses. Students who began in a regular 24-credit policy program and transfer to alternative education, functional integrated, or Adult 12 programs remain in the original Grade 10 cohort.
- Students enrolled in functional integrated programs and those with alternative education Grade 10 standing are excluded from the Grade 10 cohort.
- Students are removed from the cohort if they move out-of-country, or move out-of-province before they graduate Grade 12 (that is, they are considered not to be in the cohort and do not affect the graduation rate).
- Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.
- Numbers may differ slightly from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the System.

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, achieving equitable graduation rates between FNMI and non-FNMI learners is an economic, social, and ethical necessity. Although the provincial rate has remained relatively stable, there has been substantial improvement in the on-time graduation rate of FNMI students between June 2011 and June 2013.

Many factors influence student performance and require the Ministry and the education sector to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

Proportion of students still in school three years after entering Grade 7, by student characteristic

	Grade 7 Cohort				Three Years Later – STILL IN SCHOOL[1]			
	2005-06 Baseline	**2008-09**	**2009-10**	**2010-11**	**2005-06 Cohort Baseline**	**2008-09 Cohort**	**2009-10 Cohort**	**2010-11 Cohort**
TOTAL	13,393	13,107	12,744	**12,769**	95.6%	96.0%	96.3%	**95.9%**
FNMI[2]	2,935	2,955	2,798	**2,921**	93.3%	94.5%	95.2%	**93.5%**
Non-FNMI[3]	–	–	–	**9,848**	–	–	–	**96.7%**
Male	6,959	6,770	6,499	**6,470**	95.6%	96.4%	96.5%	**95.9%**
Female	6,434	6,337	6,245	**6,299**	95.6%	95.6%	96.2%	**96.0%**
Urban	7,642	7,435	7,218	**7,153**	96.1%	96.3%	97.2%	**96.8%**
Rural	4,876	4,994	4,906	**4,976**	96.3%	96.0%	95.3%	**95.3%[4]**
North	852	712	639	**640**	89.4%	93.2%	93.7%	**85.6%[4]**

1. *Students are either in Grade 10 or continuing a previous grade.*
2. *FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.*
3. *Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.*
4. *Data for students in rural and northern First Nation schools is incomplete for the most recent cohort. Although the effect of this incomplete data on the student retention rates in rural and northern areas is unclear, these results are likely to be understated.*

NOTES: Students in school at September 30, 2013. Data includes students in provincially funded, Independent, and First Nation schools. Total number of students by location may be slightly higher than number of students in the province due to double counting when students switch locations on September 30. Student Data System numbers may differ from those previously reported due to broader inclusion of students on the System, and due to ongoing maintenance and updating of the System.

(Source: Ministry of Education, Student Data System)

There are several critical transitions as students move into, through and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to completing Grade 12. This measure follows four cohorts of Grade 7 students, tracking their transitions over the next three years.

This measure shows that the proportion of students in the 2010-11 cohort who are still in school three years after entering Grade 7, in every sub-category of student, decreased to varying degrees over the previous year's cohort. However, despite improvement between the 2005-06 and 2009-10 cohorts, there was a significant drop with the 2010-11 cohort of northern students.

Many factors influence student performance and require the Ministry to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

Strategy - Provide equitable opportunities for all learners regardless of where they live or their personal circumstances

Key Actions & Results

In this second year of a four-year government commitment to create 2,000 new child care spaces, the Ministry budgeted for 500 spaces in 2013-14. There was a total of 13,314 licensed child care spaces in operation at March 31, 2014 with an additional 711 spaces in various stages of development. (2011 Throne Speech)

The Ministry funded 15 new Prekindergarten programs in 2013-14. These programs are targeted at vulnerable communities and children, and all were in operation at March 31, 2014.

The Ministry provided funding to the 10 library systems to support implementation of The National Network for Electronic Library Services (NNELS), which is now operational in Saskatchewan. Participation in NNELS ensures that Saskatchewan residents who are print-disabled can access public library resources and reading materials that fully support their individual learning objectives.

Performance Measure & Results

Number of licensed child care spaces in Saskatchewan and proportion of licensed child care facilities in compliance with regulations

Fiscal Year	News Spaces Budgeted in Fiscal Year	Spaces in Operation at March 31	% of Facilities in Compliance[1]	Spaces in Development at March 31	Spaces in Operation & Development at March 31	Annual Change	
						New Spaces in Operation	Per Cent
2005-06 (baseline)	500	8,712 (baseline)	–	Not available	–	–	–
2006-07	250	8,850	–	Not available	8,850 (in op)	138	1.6%
2007-08	1,000	9,173	–	387	9,560	323	3.6%
2008-09	700	9,699	–	536	10,235	526	5.7%
2009-10	1,500	10,848	–	1,231	12,079	1,149	11.8%
2010-11	235	11,761	–	452	12,213	913	8.4%
2011-12	500	12,275	99.0%	565	12,840	514	4.4%
2012-13	500	12,772	97.4%	1,087	13,859	497	4.0%
2013-14	500	13,314	96.4%	711	14,025	542	4.2%

1. *Compliance reporting began with 2011-12. The compliance calculation changed slightly with 2012-13, from counting 'new' provisional licenses issued within the said period to counting all 'active' provisional licenses within the said period. Since 2012-13, the average annual compliance rate for child care facilities is calculated as the sum of the (monthly active provisional licenses for all facilities divided by the sum of the monthly total of licensed facilities x 100) subtracted from 100.*

Source: Ministry of Education, Early Learning and Child Care System

Two trends in western Canada are combining to increase the demand for child care services. The first is an increase in the number of births; and the second is a booming labour market that is attractive to parents of young children. [*Western Policy Analyst*, Vol 5 Issue 1, October 2013] High quality child care services promote optimal child growth and development, and they contribute to Saskatchewan's economy by enabling parents to actively participate in the labour force, or to seek further education and training. The number of child care spaces in operation and in development has increased by about 58.5 per cent since March 31, 2006.

The number of licensed child care spaces that become operational is impacted by circumstances such as a community's ability or capacity to develop and deploy the spaces allocated to them, or by delays in construction. The number of spaces in operation is also impacted by the closure of facilities. The Ministry has limited control over these situations.

Through its regular monitoring process the Ministry may become aware of licensed child care centres and family child care homes operating in non-compliance with the *Child Care Regulations, 2001*. In 2013-14, there were approximately 525 licensed child care facilities. Throughout the year, 96.4% on average were found to be in compliance.

Number of Prekindergarten (PreK) programs and spaces targeted at vulnerable communities and children, funded by the Ministry of Education

	Number of PreK programs/spaces FUNDED	Number of funded programs/spaces IN OPERATION at September 1
1997 (baseline)	26 / 416	26 / 416
2008	193 / 3,088	190 / 3,040
2009	212 / 3,392	212 / 3,392
2010	230 / 3,680	227 / 3,632
2011	271 / 4,336	266 / 4,256
2012	286 / 4,576	283 / 4,528
2013	301 / 4,816	300 / 4,800

Source: Ministry of Education, Early Years Branch

Saskatchewan's Prekindergarten programs provide vulnerable 3- and 4-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self esteem, nurturing educational growth and school success, promoting language development, and engaging families. As well, PreK programs work toward equitable achievement of outcomes for First Nations, Métis and Inuit students. Recent data indicates that there are approximately 7,200 vulnerable 3- and 4-year olds in Saskatchewan. In collaboration with school divisions, the Ministry selects the highest needs communities and neighbourhoods for placement of PreK programs.

Since 2008, the number of PreK spaces targeted at vulnerable 3- and 4-year olds has increased by 58%. The number of PreK programs in operation can be impacted by circumstances such as delays in construction, over which the Ministry has limited control.

Strategy - Support smooth transitions of all early learning to Grade 12 learners throughout the course of their education

Key Actions & Results

The Ministry began working toward ensuring that Saskatchewan students receive the information, education and experience needed to identify future career paths, and learn how to start a business. This includes:

- ongoing collaboration with Junior Achievement of Saskatchewan to support teachers/schools using the *Company Program* resource in the Entrepreneurship 30 curriculum. A total of 30 schools have participated since 2011, including one French Immersion class in 2013-14;
- the Saskatoon Industry Education Council continuing development of the SaskCareers websystem which will provide access to current, local career and education information for Saskatchewan youth;
- the Ministry funding a one-year provincial license ($167,500) of *myBlueprint* software as part of the SaskCareers websystem. This license will provide universal access for all Saskatchewan students beginning in the 2014-15 school year and will enable students to develop individualized graduation plans;
- the Regina District Industry Education Council (RDIEC) which has been operational since September 2013. Industry education councils act as conduits of career information between students and employers and create career development opportunities for youth, educators and career practitioners. The Ministry provided a grant of $80K to the RDIEC for its first year of operation;
- the implementation of the Industrial Mechanics/ Millwright course at Churchbridge Public School in September 2013. This locally developed course is the result of a partnership with the potash mining industry; and,
- Cameco mine tours, career fairs and educational materials offered to high schools upon request. The Cameco scholarship program is open to all Saskatchewan students in any area of study.

In working to eliminate the current wait list for Adult Basic Education programs Ministry staff have worked with the Ministries of Economy and Advanced Education to provide assistance and information to stakeholders and sector partners regarding the funding of students accessing programs in the K-12 education and post-secondary system.

Government Goal: Quality of Life

Key Actions & Results

Saskatchewan's Action Plan to Address Bullying and Cyber-bullying was released in mid-November 2013, followed by the national Anti-Bullying Week from November 18-22, 2013. As well, the initial Student First Anti-Bullying Forum was held the following week with approximately 100 youth from across the province participating. (2013 Throne Speech)

Schools throughout Saskatchewan have benefitted from an investment by SaskTel to upgrade their core infrastructure. On March 10, 2014, the capacity of CommunityNet to connect to the external Internet was increased by 50%. As of March 31, 231 of 498 sites within the provincial PreK-12 system had been upgraded and 115 of 146 hardware changes were completed. The remaining upgrades and hardware changes are scheduled for completion by April 30, 2014. These improvements mean that all students across the province will have better access to the digital tools and learning opportunities they need to succeed in a digital world, and to compete on an international level. (2013 Throne Speech)

Government Goal: Responsive and Responsible Government

Strategy - Support strong system-wide accountability and governance

Key Actions & Results

In June 2013, the Efficiency Steering Committee discussed a go-forward plan to address recommendations in the 2012-13 School Division Efficiency Review. Initial work was begun on a project plan to implement efficiency initiatives but this work was placed on hold pending development of the ESSP. Through the ESSP, the Ministry and school divisions developed a project plan for operational spending and efficiency which also focuses on Lean and Enterprise Risk Management. This project plan also states that school divisions will use efficiencies to reallocate resources to support the ESSP.

The Ministry continued the transition to the Continuous Improvement and Accountability Framework, including:

- an accountability conference was held with each of the 28 school divisions in April and May of 2013. Documents summarizing the discussions and themes were developed and provided to school divisions in July 2013;
- the development of plans, by June 30, 2013, for 2013-14 accountability processes for Qualified Independent Schools (QIS);
- the development of plans, by June 30, 2013, for 2014 accountability conferences for Historical High Schools (HHS).

Plans to implement accountability processes for QIS and accountability conferences for HHS were placed on hold pending development of the ESSP.

New legislation was enacted in 2013, requiring school divisions to submit annual reports for tabling in the Legislature. The Ministry worked directly with each of the 28 school divisions to assist in the development of their 2012-13 school board annual reports. All 28 annual reports were tabled in the Legislature by the Minister of Education.

In the summer of 2013, Dr. Dennis Kendel was commissioned to provide recommendations for the purpose of strengthening the teacher regulation process in Saskatchewan. Dr. Kendel's report was released in November 2013. A project plan was established with the objective of establishing a new regulatory body by October 2015. The Ministry has engaged in consultation with all sector partner organizations, with significant dialogue occurring with the Saskatchewan Teachers' Federation (STF). A draft legislative framework for the new regulatory body has been developed and consequential amendments to existing legislation and regulations have been identified. As an interim measure, the STF prepared administrative changes to improve the transparency and accountability of the current disciplinary process. (News Release, Nov 1, 2013)

Strategy - Enhance facilities within the Minister's Mandate, and improve the effectiveness and efficiency of the Minister's programs and services to effect the best use of public funds

Key Actions & Results

In 2013-14 a new major capital request prioritization methodology was implemented. The new methodology incorporates growth by prioritizing projects based on future enrolment projections and enhances the criteria related to health and safety. The number of prioritization categories was reduced and an efficiency factor is now applied to encourage discussion among school divisions to promote efficiencies such as joint-use schools. The development of a long-term infrastructure strategy will be undertaken in 2014-15.

Potential sites have been identified for nine new joint-use schools in the province. A five-day workshop was held in March 2014 to define the technical requirements, partnerships, and to inform the core design. This collaborative process facilitated a Student First approach to developing the school core designs and brought together stakeholders, students, parents, teachers and the community in the design process. The process provided the opportunity to modify the schools designs to meet local needs if required. SaskBuilds is leading work with the Ministry to determine the most efficient and cost effective method to deliver these new joint-use schools. (2013 Throne Speech)

The Ministry made the following investments in school division capital:

- capital grants totaling $75.9M were provided to school divisions to:
  - assist in the design of two new major capital projects;
  - complete previously approved major and block projects in construction;
  - address emergent infrastructure pressures in six school divisions;
  - provide 36 relocatable classrooms in nine school divisions; and
  - assist in school facility audits;
- Preventative Maintenance and Renewal funding of $16.4M was provided to school divisions for maintenance needs. The program provides greater autonomy to boards of education and allows them to respond to school division facility maintenance priorities in a timely manner;
- $272K in capital funding was provided to support Prekindergarten capital projects, and $3.8M was provided for child care facilities;
- The Ministry's capital funding allocation of $119.6M was under-spent by $23.2M due to factors such as:
  - an increase to Shared Ownership projects and child care capital due to projects carried over from 2012-13, School Bundle Project costs; and
  - a decrease in capital grants due to grant payment procedures changing and progress delays of several previously approved capital projects already in construction.

The Ministry began development of a facilities inventory tool to assist public libraries with their infrastructure planning, including:

- creating and entering survey questions for the inventory tool into an online statistical software program for the library sector;
- consultations with public library directors in December/January; and
- completion of the survey by four test sites in February and March 2014.

The Ministry has successfully managed its FTE allocation to meet Government's workforce adjustment target of reducing the Ministry's workforce by 15% in this fourth and final year of the commitment.

The Ministry continued to undertake productivity improvements in delivery of programs and services, and encourage productivity enhancement. In 2013-14:

- 34 Value Stream Mapping events were completed in school divisions. A number of school divisions have undergone Lean improvements using their own internal resources that participated in training opportunities provided by the Ministry in 2012-13;
- Lean training was provided to school divisions – four Lean Foundational Training sessions and two Lean Leader Training sessions;
- to date more than 600 school division staff have received Lean training, including 50 Lean Leaders;
- the Ministry completed 7 Lean events in 2013-14; and
- approximately 90% of Ministry staff have received Lean training or participated in a Lean event preparing them to apply the principles of Lean to streamline business processes right through to the customer or recipient of the service.

The Ministry maintains a rolling four-year program review cycle, reviewing at least 25% of its programs each year. The schedule and inventory is reviewed annually to ensure program review work aligns with Ministry priorities. During 2013-14, the Ministry completed 13 program reviews resulting in recommendations for improvements to client service and for Lean reviews to be performed to assess efficiency and effectiveness.

2013 - 14 Financial Overview

Introduction

Total 2013-14 actual expenditures for the Ministry were $1,671.0 million, resulting in a variance of $32.5 million below the budget of $1,703.5 million.

Actual expenditures were below the 2013-14 budget mainly due to lower than planned capital grants to school divisions for capital projects and reduced requirements for teachers' pensions and benefits.

The 2013-14 Budget Summary can be found by following the links at www.finance.gov.sk.ca/budget2013-14.

Expenditures

The following table provides information on actual and budgeted expenditures by subvote and program. Variance explanations are provided for all variances greater than $0.5 million.

	(in thousands of dollars)			
	2012-13 Actual	2013-14 Budget	2013-14 Actual	2013-14 Variance
Central Management and Services (ED01)				
Minister's Salary (Statutory)	$47	$47	$49	$2
Executive Management	$1,982	$1,390	$1,774	$384
Central Services	$10,692	$9,933	$11,752	$1,819 [1]
Accommodation Services	$4,579	$4,294	$4,547	$253
Subvote Subtotal	$17,300	$15,664	$18,122	$2,458
K-12 Education (ED03)				
Achievement and Operational Support	$26,564	$29,744	$28,622	$(1,122) [2]
School Operating	$1,129,320	$1,139,786	$1,143,469	$3,683 [3]
K-12 Initiatives	$28,197	$34,218	$31.711	$(2,447) [4]
School Capital	$96,514	$119,614	$96,419	$(23,195) [5]
Educational Agencies	$864	$775	$510	$(265)
Subvote Subtotal	$1,281,459	$1,324,137	$1,300,791	$(23,346)
Early Years (ED08)				
Operational Support	$4,036	$4,367	$4,110	$(257)
KidsFirst	$4,622	$4,645	$4,662	$17
Early Childhood and Intervention Program	$3,935	$3,873	$3,964	$91
Child Care	$44,416	$48,806	$47,617	$(1,189) [6]
Child Care Capital Transfers	$1,568	$1,700	$3,857	$2,157 [7]
Subvote Subtotal	$58,577	$63,391	$64,210	$819
Literacy (ED17)	$2,627	$2,757	$2,779	$22
Provincial Library (ED15)	$11,984	$12,653	$12,625	$(28)
Teachers' Pension and Benefits (ED04)				
Teachers' Superannuation Commission	$1,159	$1,563	$1,205	$(358)
Teachers' Superannuation Plan (Statutory)	$211,264	$210,811	$201,077	$(9,734) [8]
Teachers' Group Life Insurance (Statutory)	$2,301	$2,372	$2,169	$(203)
Teachers' Dental Plan	$10,740	$11,567	$11,420	$(147)
Saskatchewan Teachers' Retirement Plan (Statutory)	$66,779	$76,943	$71,775	$(5,168) [9]
Teachers' Extended Health Plan	$18,238	$18,688	$18,987	$299
Subvote Subtotal	$310,481	$321,944	$306,633	$(15,311)
Total Appropriation	$1,682,428	$1,740,546	$1,705,160	$(35,386)
Capital Asset Acquisitions	$(30,362)	$(38,362)	$(35,348)	$3,014 [10]
Capital Asset Amortization	$1,394	$1,300	$1,149	$(151)
Total Ministry of Education Expense	$1,653,460	$1,703,484	$1,670,961	$(32,523)

Variance Analysis 2013-14 Actual Expenditures to Budget

1. Variance is primarily due to an unbudgeted consulting contract related to school bundles.
2. Decrease is mainly due to savings from the Student Achievement initiative, partially offset by a transfer of Ministry resources for the Joint Task Force initiative from K-12 Initiatives, where this was originally budgeted, to Achievement and Operational Support.
3. Variance is primarily due to pressures associated with principal and interest relating to school capital loans, funding for Conseil des écoles fransaskoises (CÉF) lawsuits, higher than expected 2012 property tax reconciliation and holdback shortage for maternity leave top up and internship, offset partially by savings associated with Collective Bargaining Agreement costs and lower than expected enrolment.
4. Reduction due mainly to a transfer of Ministry resources from K-12 Initiatives to Achievement and Operational Support for the Joint Task Force initiative.
5. Variance in School Capital is due to project delays partially offset by relocatable classrooms required as part of the CÉF lawsuit.
6. Variance due to delayed openings of child care spaces.
7. Increase is due to completion of projects that were carried over from 2012-13.
8. The Teachers' Superannuation Plan was lower than budget due to decreased government requirements, resulting from a higher number of teacher retirements and higher contribution releases than assumed.
9. The Saskatchewan Teachers' Retirement Plan was less than budget due to lower contributions than budgeted.
10. Variance is mainly due to savings from the Student Achievement Initiative, partially offset by increased shared ownership school capital projects.

Funding Provided to Third Parties

Actual funding provided to third parties totalled $1,614.8 million. This was comprised of:

- $1,143.5 million School Operating grants
- $305.4 million Teachers' Pensions and Benefits
- $63.0 million School Capital transfers to support school divisions
- $47.6 million Child Care grants
- $21.0 million K-12 Initiatives grants
- $8.6 million Provincial Library grants
- $5.6 million First Nations and Métis Individual Achievement and Joint Task Force grants
- $4.7 million *KidsFirst* Strategy
- $4.4 million French Education grants
- $4.0 million Early Childhood Intervention Program
- $3.9 million Child Care Capital grants
- $2.4 million Literacy grants
- $0.5 million Miscellaneous grants to educational agencies
- $0.2 million General Proficiency Awards

Revenue

Revenue for the Ministry was $9.5 million, an increase of $2.0 million over the budget of $7.5 million. The increase was mainly due to a return of unused capital grant funding approved in prior years. The increased revenue was partially offset by a decrease in funding for the Federal-Provincial Cost Sharing Programs.

The Ministry's main stream of revenue is attributable to federal-provincial cost sharing agreements. Other revenue is collected through fee-related services and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the Ministry's 2013-14 budgeted revenue compared to actual revenue is presented below. Variance explanations are provided for all variances greater than $0.5 million.

	(in thousands of dollars)			
Revenue Category	Budget	Actual	Variance Over/(Under)	
Privileges, Licences and Permits				
Teachers' Certificates	$85	$101	$16	
Subtotal	$85	$101	$16	
Sales, Services and Service Fees				
Other Miscellaneous Services	$351	$473	$122	
Subtotal	$351	$473	$122	
Receipts from Other Governments				
Federal-Provincial Cost Sharing Programs	$6,733	$6,214	$(519)	1
Subtotal	$6,733	$6,214	$(519)	
Other Revenue				
Casual Revenue	$55	$51	$(4)	
Refund of Previous Years' Expenditures	$225	$2,644	$2,419	2
Subtotal	$280	$2,695	$2,415	
Total Revenue	$7,449	$9,483	$2,034	

Variance Analysis Actual Revenue to Budget

1. Revenue was lower than budgeted in federal funding for the promotion of bilingualism in education including: $0.3 million for University of Regina French minority language and French as a second language supports; and $0.2 million for Student Aid bursaries.
2. The increased revenue is due primarily to: $2.0 million return to the General Revenue Fund for unused capital grant funding approved in prior years; $0.4 million Early Learning and Child Care funding paid back to the Ministry from centres that were unable to utilize the funding; and cash receipts from students purchasing high school transcripts slightly higher than budgeted.

For further information, please contact the Communications Branch of the Ministry of Education.

Special Funds

Audited financial statements for the following special funds may be found at www.gov.sk.ca/finance/paccts/paccts13compendium, or by contacting the Communications Branch of the Ministry of Education.

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (PWSF) operates under the authority of section 4.1 of *The Education Act, 1995*. The PWSF was established on January 1, 2003 for the purpose of assisting students in Community Schools to complete their secondary education. The Ministry of Education administers the PWSF. Donations received by the PWSF qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund (SDTLCF) was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the SDTLCF were established by Order in Council on December 14, 1994.

The SDTLCF is administered by the Ministry of Education on behalf of school boards. The purpose of the SDTLCF is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The SDTLCF receives money from the provincial (Ministry of Government Relations) and federal (Aboriginal Affairs and Northern Development Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

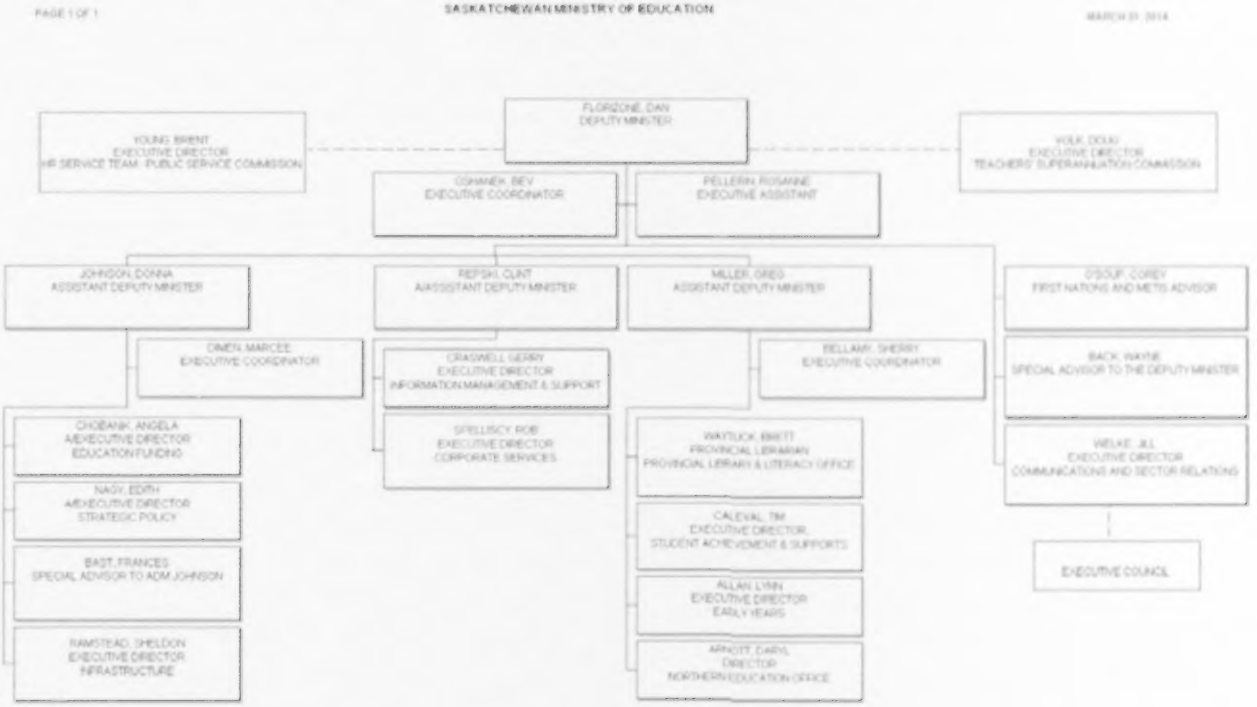
For More Information

For more information about Ministry programs and services please visit the Ministry's website at www.saskatchewan.ca/government/ministries/education.

Or contact:

Ministry of Education
Communications and Sector Relations Branch
5th Floor, 2220 College Avenue
Regina SK S4P 4V9

Appendix A – Organization Chart at March 31, 2014



- Communications and Sector Relations is a result of merging the former Stakeholder Relations Branch with the Communications Branch in October 2013.
- A third Assistant Deputy Minister position was created in March 2014.

Appendix B – Legislation and Regulations

(at March 31, 2014)

C-7.3 Child Care Act (shared responsibility with Social Services)
C7.3 Reg 2 Child Care Regulations, 2001

E-0.2 Education Act, 1995

E-0,2 Loi de 1995 sur l'éducation
E-0.1 Reg 1 Education Regulations, 1986
E-0.1 Reg 11 Independent Schools Regulations
E-0.1 Reg 21 Home-based Education Program Regulations, 2013
E-0.1 Reg 18 School Division Tax Loss Compensation Fund Administration Regulations
E-0.2 Reg 4 Conseil scolaire fransaskois Election Regulations
E-0.2 Reg 6 Electronic Meeting Procedures Regulations
E-0.2 Reg 11 Teacher Certification and Classification Regulations, 2002
E-0.2 Reg 20 The Education Funding Regulations

G-5.1 Government Organization Act
G-5.1 Reg 132 The Ministry of Education Regulations, 2007

L-9.02 League of Educational Administrators, Directors and Superintendents Act, 1991
L-14.01 Libraries Co-operation Act

L-14.01 Reg 1 Libraries Co-operation Honoraria Regulations

P-39.2 Public Libraries Act, 1996
P-39.2 Reg 1 Public Libraries Regulations, 1996

R-11.1 Registered Music Teachers Act, 2002

T-6.1 Teachers' Dental Plan Act

T-7.1 Teachers' Federation Act, 2006

T-8 Teachers' Life Insurance (Government Contributory) Act
T-8 Reg 1 Teachers' Life Insurance Regulations

T-9.1 Teachers Superannuation and Disability Benefits Act
T-9 Reg 1 Teachers' Superannuation and Disability Benefits Regulations

The Teachers' 1990-91 Collective Agreement Implementation Act